

**RAHA INTERNATIONAL SCHOOL
KHALIFA CITY CAMPUS**

POLICIES

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Approving Committee	Name	Signature
Principal	Abigail Fishbourne	

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Rationale

KCC is committed to inclusive education. Our mission is to cultivate knowledge, courage, and connection to unlock the unique potential in all. Inclusion underpins the mission and vision of KCC, ensuring the voices of the whole community, including all learners, their parents and caregivers, support staff and non-teaching staff, are heard and considered.

KCC is committed to providing equitable educational opportunities to all students in the school through a culture of collaboration, mutual respect, support and problem solving. All students have a right to a broad and a balanced curriculum. We believe that all students can learn and make progress in different ways and at different rates. A continuum of provision is available to meet the range of needs.

Aims

- To promote a culture of inclusion which celebrates and values diversity by building community understanding.
- To remove barriers to learning through high quality education.
- To build professional capacity to meet the needs of Students of Determination and those with Additional Educational Needs.
- To ensure that all students have the same opportunity to experience and benefit from a broad and balanced curriculum.

Student Support Team

The Student Support Team (SST) includes Inclusion, English as an Additional Language (EAL), Gifted & Talented (G&T), and Counselling.

Roles and Responsibilities

The Role of Head of SST

- To monitor and support all teachers to remove barriers to learning and identify and develop approaches so that every child can unlock their unique potential.
- To provide advice and guidance to both teachers and parents.
- To promote high expectations of Students of Determination.
- To facilitate collaborative meetings to develop Student Passports and implement any research-based interventions.

- To work directly with students individually or in small groups, push in and withdrawal, to implement interventions and accelerate learning.
- To assess, monitor and record the process of support with students who may require additional support.
- To create, monitor, communicate and revise Student Passports to all relevant stakeholders.
- To take a lead role in fostering collaboration between specialist staff and promote differentiation through sharing of practices and resources.
- To lead the SST.
- To work collaboratively with outside agencies.
- In specific instances where a student has been identified for intensive support and the school is unable to meet the learning support needs of that student, the Head of SST will work with parents to employ additional support from an external agency in the form of an Individual Learning Support Assistant (ILSA).

The role of the Inclusion Teacher

- Work with all community members to remove barriers and open doors to provide opportunities to flourish.
- To assess, monitor and record the process of support with students who may require additional support.
- To work in partnership with teachers, parents and students to create, monitor, communicate and revise Student Passports.
- To foster collaboration between staff and promote differentiation through sharing of practices and resources.
- To work directly with students individually or in small groups, push in and withdrawal, to implement interventions and accelerate learning.

The Role of the Teacher

- To provide a safe and welcoming environment where students are motivated for learning.
- To deliver whole class, small group, and individual instruction.
- To ensure inclusive practices through differentiation.
- To be responsible for the learning, progress, and outcomes of all the students in their class.
- To be responsible for implementing accommodations and providing support to students that are in line with their IEP.
- To identify a learning need and raise a concern with the SST.
- To work collaboratively with the SST and all other professionals working with Students of Determination.

- To be open to continuous self development to enhance their inclusive teaching competencies.

The Role of the EAL teacher

- To assess, monitor and record the process of support with students who may require additional EAL support in consultation with the teacher or parents where necessary.
- To work in partnership with teachers, parents and students to create, monitor, communicate and revise Student Passports.
- To take a lead role in fostering collaboration between specialist staff and promote differentiation through sharing of practices and resources.
- To be responsible for the creation, monitoring/reporting, communication, and revision of the EAL programme to all relevant stakeholders.

The Role of the Counsellor

- To be responsible for developing and leading the implementation of the personal development programmes for wellbeing and social support.
- To support the individual development of all students within the school through collaboration with other relevant stakeholders and holding documentation of the process.
- To work directly with students individually or in small groups, push in and withdrawal, to implement interventions.
- To work with families to support students social and emotional growth.

The Role of the Parents

- To be responsible for disclosing all relevant information about their child during enrolment, during the start of the school year, and at any point during the child's time at the school to ensure the most appropriate support.
- To be responsible for attending any relevant SST meetings.

Referral Process

The Student Support Team (SST) will inform teachers of the necessary referral procedures for students of concern. Teachers with concerns about a student will make a referral to the relevant SST member who will make classroom observations and next steps will be discussed with relevant teachers as per the referral procedure.

The SST will determine whether KCC is able to provide the necessary in-school support or if a referral to an outside agency is more appropriate. All external providers who are providing services to KCC students on campus are required to adhere to all ADEK and KCC approval procedures.

SST referral forms are completed by the teacher in consultation with the SST. Referral forms are reviewed by SST staff at weekly meetings.

Graduated Response

The SST will work in collaboration with classroom and specialist teachers to provide differentiated support for students. Scaffolds and accommodations are developed to offer students access to the curriculum appropriate for their learning needs. Targeted and intensive support is co-ordinated with all relevant parties and personalised to meet the needs of individual learners.

Some of the services that the SST can provide at KCC include:

1. Initial screenings
2. 1:1 specific intervention
3. Small group intervention
4. In class support (push-in)
5. Modified and/or reduced curriculum
6. Exam access arrangements – accommodations

Once a student has been identified as having a potential educational need, a formal assessment such as a Psycho-Educational Assessment, Speech and Language Assessment, Occupational Therapy Assessment, Audiology Assessment, and/or Psychological Assessment may be recommended by the SST according to age and need. Upon receiving external documentation, or through internal diagnostic assessments, a Student Passport will be created with the student's learning support team (teachers, SST teacher, student, and parents).

The Student Passport

The student passport outlines in-class accommodations/strategies and assessment accommodations to support learning targets and goals. Students with passport goals will be monitored by the classroom/subject teacher and SST teacher. Passports are reviewed throughout the year by the student's learning support team (teacher; SST teacher; student and parents).

All passports for inclusion students are accessible on the school's database and uploaded to ESIS where needed. Student Passports will be updated and sent out at least twice per year. Updates to student passports will be shared by the SST teacher with the student's learning support team.

Levels of Support

The register indicates which of the following levels of support the student receives:

Level 1: Provision of Quality First Teaching where teachers accommodate for individual differences, learning styles and behaviour through effective differentiation. Some level 1 students may have a Student Passport.

Level 2: Student is identified as not having made expected progress or attainment and needing short-term support and provided with research-based interventions. Support might come from external providers. All Level 2 Students will have a Student Passport.

Level 3: Student's learning needs require more intensive individual support which is additional to or different from their peers. Support may come from external providers. All Level 3 students will have a Student Passport.

Access Arrangements for Assessment

Where a student is diagnosed with a specific learning need, accommodations for assessment conditions may be applied subject to educational evaluation by a qualified Educational or Clinical Psychologist. The SST analyses the evaluation and consults with homeroom and subject teachers where necessary to apply adaptations or accommodations where required.

Additional Support

The SST, in consultation with the Principal, make decisions regarding resources and programming required to deal with defined needs. Some students with special learning needs may require an ILSA or IA support. The ILSA must be approved by the Head of School. The ILSA is the financial responsibility of the parents. The SST will work collaboratively with the ILSA and the classroom teachers to ensure that passport goals are met. An Inclusion Assistant (IA) may be required and must be approved by Head of School and HR. Parents will incur an additional cost of 50% of the calculated school fees to fund an IA hired by KCC who works part-time with students in need of such support.

The school reserves the right to approve all personnel that will be based on campus including ILSAs and IAs. All ILSAs and IAs must have a current police check and they must abide by all school rules and regulations despite not holding the rights of a KCC Employee.

There may occasionally be circumstances relating to the individual student and their needs which necessitates a flexible approach to implementing this policy. These circumstances shall be discussed where necessary by the SST and the final decision regarding support resting with the respective Heads of School. Occasionally, there may be children with specific learning needs that require support that is not possible for KCC to provide. In these circumstances the Principal may decide that the School is unable to support these children and alternative education outside the school will be discussed with families and relevant stakeholders.

Able, Gifted and Talented students (A, G&T)

Able, Gifted and Talented students are identified by CAT4 scores. Once, these students are identified the classroom teacher is responsible for differentiating the lessons for those students. The SST collaborate with the classroom teachers on various strategies, accommodations, and ideas for enrichment programmes for these students.

English as an Additional Language (EAL)

The EAL teacher provides a dynamic programme according to a student's needs for our English Language Learners (ELL). At KCC we believe all students with additional support needs should have the opportunity to be educated with non-additional needs peers, to the greatest extent appropriate. For this reason, the KCC EAL programme consists of push-in support that is least restrictive, with a combination of pull-out intervention, where beneficial.

Social and Emotional Support

The Counsellors support students holistically. They work collaboratively to foster a culture of care and ensure equitable access to all enrolled. Services range from individualised, small group to whole school programmes that promote a safe and supportive environment through a focus on, mental, physical and emotional well-being.

Revision Log

Date	Changes	Reviewed By
Feb 2025	Principal reviewed and signed	Abigail Fishbourne